DOCUMENT RESUME

ED 252 816 CS 007 866

AUTHOR Bossing, Lewis; Burgess, Linda Bost
TITLE Television Viewing: Its Relationship to Reading Achievement of Third Grade Students.
PUB DATE [84]
NOTE 28p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Comparative Analysis; Grade 3; Literature Reviews; Primary Education; Programing (Broadcast); *Reading Achievement; Reading Attitudes; Reading Habits; *Reading Research; Reading Skills; Student Attitudes; Student Behavior; Student Characteristics; *Television Research; Television Surveys; *Television Viewing

ABSTRACT

A review of the literature that examines the relationship between television and reading achievement reveals, in general, a negative correlation between television viewing and the acquisition of reading skills. These studies, however, have been somewhat limited in both number and methodology. To further clarify the picture, a study was conducted to compare the individual television viewing habits of students with their reading achievement levels. Subjects were 104 third grade students from a small rural community. Scores on the California Test of Basic Skills were used to determine the students' grade equivalents for reading comprehension and total reading, and parents were asked to complete a 14-response questionnaire about children's viewing habits. When the results from these two instruments were correlated, the data concluded that low reading scores are indicative of students who view excessive amounts of television, although a cause and effect relationship remains unproven. The findings suggest that steps should be taken to make parents and teachers more aware of the impact of television on children's reading skills. (An appendix contains survey materials.) (RBW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252816

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TELEVISION VIEWING: ITS RELATIONSHIP TO READING ACHIEVEMENT OF THIRD GRADE STUDENTS

Lewis Bossing, Ph.D.
Murray State University

Linda Bost Burgess, M.A.
Trigg County Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lewis Bossing

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS007866

TABLE OF CONTENTS

	Page
List of tables	ii
Introduction	1
Statement of the Problem	3
Review of Related Literature	4
Method	11
Subjects	11
Instrument	12
Results	13
Recommendations and Conclusions	16
References	18
Appendix A	21

LIST OF TABLES

Table		Page
1.	Types of Television Shows Viewed by Children After School	14
2.	Percentage of Children Who View Sports, Educational Programs and Daytime Soap Operas	14
3.	Hours Spent Viewing Cartoons on Saturday Morning	15
4.	How Late Children are Allowed to Watch Television on School Nights	15

Television Viewing: Its Relationship to
Reading Achievement of Third Grade Students

There can be little doubt that television has had a tremendous impact on the lives of most Americans. It has provided information, entertainment, and companionship. Television, via modern electronic satellites, has enabled Americans to observe men walking on the moon, to attend royal weddings, and to witness the assassinations of world leaders. Television is, indeed, a great communicator. It has given our children a verbal sophistication that may make them appear more worldly than they are (Goldberg, 1980).

Television has been according to Compton (1983), the recipient of both condemnation and praise. It has been the target of criticism from groups such as the National Parent Teacher Association. Television has been blamed for lower Scholastic Aptitude (SAT) scores and for a decrease in the reading ability of school children.

The relationship between television viewing, reading, and school behaviors has been explained in several ways. The most obvious is that television viewing "displaces" reading--watching television has become such a popular pastime that many children have little time for reading and less incentive to learn to read. Displacement may be especially relevant in the elementary school years. During these early years, when children are first learning to read and need to practice reading in order to improve their reading skills, they tend to spend more and more time watching television. During the pre-television era, children and adults sought diversion or excitement through reading. In contrast, television provides entertainment

with a minimum of effort on the child's part (Zuckerman, Singer, & Singer, 1980).

Learning and enjoyment derived from the printed word, as compared with those derived from the modern, time-oriented media, are slow and incomplete. Print is lineal--it is read word by word. Ideas and impressions come gradually, largely through the intellect alone. The reader determines the pace, having time to stop, analyze, reread, or challenge. The reader remains in charge. Television, on the other hand, is all-engulfing; it involves the whole person. The medium, not the viewer, determines the pace (Skornia, 1965). From a physiological viewpoint, television viewing may have a damaging impact on reading because the two activities involve different brain functions. Zuckerman et al (1980) state that visually presented material is processed primarily by the right side of the brain in a global fashion. Printed material or complex verbal or mathematical sequences seem to engage primarily the left side of the brain. Although reading involves both visual and cognitive processes, researchers have expressed concern that television viewing is enhancing a strong preference for, or reliance upon global visual representations. As a result, children, and later adults, will probably be less patient at making the effort required to process auditory verbal material, such as teachers' lectures, or to deal with reading material.

Because of television, today's teachers must have the dramatic qualities of actors. Presentations to today's students are often met with a chorus of "We've seen that before". Studies of children watching Sesame Street have revealed that they do not attend to "talking heads" for long. They do, however, pay attention to an adult voice when it is accompanied by an animated figure, such as a bouncing chart or some puppets. Many children learn to tune out adults who stand relatively motionless while giving

information, even before they enter school (Lesser, 1974).

Television is potentially the greatest educational medium since printing was invented. Yet constant outcries against it have been heard by parents and educators alike. This great educational medium is a powerful force in the environment of children. There is no longer a question of whether it teaches. It is only a question of what it teaches, whether intentionally or unintentionally. Lehr (1981) says that television is a source of cognitive and affective learning that reaches into the home of nearly every American family. It is so strong that it rivals both the family and the school as a shaping force in the lives of children. It has been estimated that the average child entering first grade has spent approximately 5,000 hours watching television. That same child, between the ages of 6 and 18, watches approximately 16,000 hours of television as compared to 12,000 hours spent in school. Therefore, the average child is exposed to an electronic media curriculum almost double the amount of time spent in school. Though the effects of television and school are strikingly different, television constitutes the major educational enterprise now being undertaken in the United States. Television is the First Curriculum, school is the second (Postman, 1979).

Television has been accused of interfering with a child's acquisition of language skills and reading, and of impeding his or her imagination. In actuality, there is insufficient empirical evidence that can substantiate these claims. Although there are numerous articles dealing with television's effect on aggression, only more recently have researchers begun to critically examine the relationship between television and reading achievement.

Statement of the Problem

The purpose of this study is to compare the individual television viewing

habits of third grade students with their reading achievement levels to determine if a relationship exists between the two variables.

Review of Related Literature and Research

Research studies dealing with the effects of television viewing on reading achievement have, to date, been somewhat limited. There has been an insufficient number of longitudinal studies in regard to the reading achievement levels of school-age children who are heavy viewers of television compared to those who are light viewers. The interrelationships of students' reading skills and reading habits and television are complex and have spawned three popular arguments. Some researchers say that by bringing the entire world into the living room, television has created a brighter, more aware generation, with greater knowledge of the world and its people, with an expanded sense of history and culture. Television can even stimulate students to read, at least about what they see on the screen (Morgan, 1980). Secondly, some researchers report findings showing no significant relationships between television viewing and reading achievement, and contend, in fact, that no relationship exists. The bulk of the current research, however, reports a negative relationship between television exposure and long-term reading skills growth.

Robert Abelman (1984) reports that because educators are becoming increasingly aware of the role of television in society they are beginning to use television as an instructional device in the classroom. Television is a familiar and often used medium for most children so it can be used in the classroom to develop critical thinking skills and to strengthen basic comprehension skills such as determining theme, utilizing context clues, forming sequence, and eliciting an awareness of cause and effect. In recent

years, systematic and comprehensive television literacy workbooks, video programs, and complete curricula have been developed, such as "The CBS Reading Program" and "ABC's Wide World of Learning." In addition, tying in children's natural interest in television with more traditional content areas has much to offer the educator.

Corollary to this, Dorothy Singer (1979) suggests that teachers can take full advantage of television to entice children to read, since television can be used as an auxiliary teacher. If teachers do become more aware of books that are related to television subject matter, such as Roots, Nancy Drew, and Little House on the Prairie, and other novels that appear in visual form on television, then books can become a habitual part of the child's life.

Nevertheless, a large number of teachers remain doubtful about the value of such efforts. They consider TV as their rival--a "thief of time". They want children to read books rather than watch television, and they hate to compound the problem by assigning more television shows as homework. Despite this drawback, Michael McAndrew, a Philadelphia teacher, decided to fight the "monster" TV for capturing his students' interest and time. He videotaped a popular show, had a stenographer transcribe the script, and had his 12th-grade English students, most of whom read at an 8th-grade level, to watch the original show on videotape, script in hand. When the students saw that the television show depended on words put down on paper--words which they could read--reading became exciting for them. Other schools have tried this method and have reported rapid gains among poor readers, although some teachers complain about violence and poor vocabulary and grammar on some of the shows (Pines, 1979).

Research on reading achievement from the 1950's and 1960's (Greenstein, 1954; Riddler, 1963) found no significant relationship between television

viewing and school grades. These studies were conducted by comparing children whose families did or did not own a television set. Similarly, Hatt (1982) surveyed 78 seventh grade students and found no relationship between television viewing and reading skills.

In her work at the Yale Family Television Research and Consultation Center, Singer (1976) studied two different samples of children--middle class and lower class. Each sample was studied over one year's time. She found that children who watch the least amount of television were the most imaginative children. They were also rated by research observers in the nursery schools as cooperative, persistent, and more joyful than those children who were heavy television watchers, regardless of socioeconomic class.

Milkovich and Miller (1975) found that elementary school-age children who are heavy television viewers had less-advanced syntactic structure than those children who were light television viewers. The light viewers, in a sample of middle-class children, used longer sentences, more adjectives and adverbs, and more future tense verbs than the children who were heavy television viewers.

Effective education requires alert children who are eager to learn. Schramm, Lyle, and Parker (1961), in their studies of the effects of television viewing on schoolwork, tell of cases of drowsy children the mornings after popular late-hour programs, of daydreaming that might be connected to the fantasy of television programs, and of a tendency on the part of some students to expect to be entertained passively in the class as they are before the television set. Conclusions from the studies were that students who were low television viewers knew more

about places, people, and events of a non-entertainment type, and had more respect for and interest in intellectual activity, and that the most serious obstacle which educators have to overcome in students is the inattention that children develop as protection against the TV practice of repeating, over and over again, the same commercials.

George Comstock (1980) reports the television very early becomes the focus of an infant's attention. It introduces the child to comedy, drama, and animation, beginning shortly after birth and continuing throughtout adulthood. Television was found to consume a sizable amount of children's time. In the late 1970's, the average time during a typical week, recorded by the A. C. Nielson Company, for children 2 to 11 years of age was 28 hours and, for teenagers 12 to 17, 22 hours. Brighter children watched less. Viewing was significantly greater by children from families in the lower socioeconomic status, a distinction that remains because of the greater range of alternative ways to spend time open to children of more affluent, better-educated parents.

Wagner (1980) states that if educators continue to design school programs based on reading, writing, speaking, and listening, then it is crucial that we discover what specific effects television has on reading skills and reading ability. According to his research, intelligence effects a child's viewing and reading habits. Students of lower ability continue to watch more television, while those of higher abilities turn to reading with increasing frequency as they mature. However, if they continue their extensive television viewing, their ability to achieve declines.

In an attempt to assess some of the relationships between reading and television viewing for a wide cross-section of socioeconomic levels, Morgan (1980) studied 625 students (48% male, 52% female) in the sixth

through ninth grades at a New Jersey public school. These students completed two questionnaires per year for three years and took part in in-depth personal interviews. On each questionnaire students reported how much time they spent watching television and the amount of time they spent reading "for fun". To assess reading levels and other indicators of academic achievement, the 1970 edition of California Achievement Test (CAT) was used, and the Short Term Test of Academic Aptitude was given to determine IQ.

The results of the study showed that those with lower IQ's watched more television than those with higher IQ's. Television viewing was also negatively and significantly related to scores on all eleven achievement lists. The strongest association was with reading comprehension scores. Among girls with low IQ's, those who were heavy viewers scored higher on reading comprehension thanthose who were light viewers. Nevertheless, numerous statistical treatments point to a clear tendency for viewing a lot of television to be associated with lower percentile ranks of grade equivalents. Finally, heavy viewers were significantly more likely to prefer reading material about live, teenage romances, and true stories about television and movie personalities, while light viewers chose science fiction, mysteries, and general non-fiction.

In a similar study, LaBlonde (1964), investigated the relationship between school achievement and television viewing habits of fifth grade children. Of particular interest were the amounts of viewing time, the types of programs selected for viewing, and television viewing habits of fifth grade children. Of particular interest were the amounts of viewing time, the types of programs selected for viewing, and the question of whether television, per se, was a preferred type of activity. The 294 subjects (151

boys and 143 girls) were public school pupils in St. Paul, Minnesota. They represent a stratified random sample of the schools, classified on the basis of socioeconomic status.

The total sample was divided into thirds, representing high, average, and low achievers, using the Thorndike Intelligence Tests and the Iowa Test of Basic Skills to assess mental ability and total achievement. Data on television viewing were obtained by means of a Television Viewing Log on which were listed all programs scheduled during hours when the children were not in school.

The correlational analysis revealedsignificant differences between boys and girls with regard to their television viewing habits. For the boys, there was little tendency for intelligence, achievement, or socioeconomic status to vary with the amount of viewing reported. For the girls, however, a decrease on, any one of the non-viewing variables was related to increased viewing time. The analysis of variance revealed a significant difference, at the .01 level, in the area of work-study skills and television viewing.

Starkey and Swinford (1974) studied 226 fifth and sixth-graders to correlate the amount of television viewing and reading achievement scores. It was found that the average viewing time per week for girls was 28 hours, and for boys, 30 hours. A slight relationship was reported between reading ability and amounts of leisure time spent watching television. The better readers were found to watch television less than poor readers. The authors concluded that not all television viewing is a bad influence on children and that thay should be taught to be discriminating television viewers.

In a study of the effects of television viewing and reading achievement in second grade (List, 1978), the teachers in the Montclair, New Jersey school district identified 41 students who read at least one year above

grade level (high achievers) and 36 students who read at the primer level or below (low achievers). Parents of these students received letters asking them to complete and return enclosed calendars for a week, indicating what television programs their children watched. The data revealed that low achievers watched an average of 18.7 hours per week, while high achievers averaged 12 hours, indicating a negative relationship between reading and television viewing.

Zuckerman, Singer, and Singer (1980) conducted a study of 232 third-, fourth-. and fifth-graders enrolled at two public schools in a middle-class suburb of New Haven, Connecticut. The children were above average in terms of IQ and reading scores. Information was assessed by a questionnaire distributed to the parents which included an estimate of the time the children spent reading on a typical school night. Parents were asked to record all
the television programs that the children watched during a four week period (two weeks in October and two weeks in November).

The data did not prove that television viewing influences reading habits, imagination, or enthusiasm for learning. However, the results clearly suggested that particular kinds of programs may interfere with or take the place of reading and imaginative behavior. The results did indicate that children who watch more cartoons are related by their teachers as unenthusiastic about learning and that most children did not watch any children's programs that would be considered educational.

Although a television set (or several sets) is a standard fixture in almost every household in the United States, controversy over television's influence continues to rage. The controversy most often centers on a highly impressionable segment of the population--our children-- with widely varying

opinions regarding television's impact on children's personalities and academic achievement.

Insufficient experimental research has been conducted which is specifically related to the effects of television viewing on reading achievement. The evidence is not strong enough to conclusively support either of the three major theories. Much of the literature reports personal opinions on the subject rather than actual research data. The majority of the more recent research, however, tends to support the idea that excessive television viewing has a negative relationship with reading achievement. Because of the somewhat contradictory exports, it was decided by the researcher, in a further attempt to study the effects of television, to conduct an informal survey with the third grade students in the local level, to gain further knowledge of their television viewing habits and the relationship of these habits to reading achievement.

Method

The findings of previous studies concerning the effects of television viewing habits on reading achievement vary. In an attempt to define this relationship for third grade students in the local area, an informal survey was conducted.

Subjects

The subjects participating in the survey were third grade students in a small rural community in Western Kentucky. The total population of students was given a questionnaire to be completed by their parents, who are classified as middle and lower socioeconomic classes. Of the 128 students receiving questionnaires, 119 returned them within five days, to constitute a 93% return. The sample consisted of 56 girls and 63 boys.

Instrument

The instrument, contained in appendix A, used for the survey on the effects of television on reading achievement was a 14 response questionnaire, requiring objective answers pertaining to the individual television viewing habits of children. The survey was developed from personal experience, from interactions with teachers who were interested in the viewing habits of children, and from questions raised from the study of related literature.

The questionnaire was field tested by six teachers, who were parents of third grade students. Questions which were irrelevant to the problem were omitted from the original questionnaire. Although the question concerning the presence of a television set in the child's room is not pertinent to the actual problem, it was retained for later comparisons with the number of hours of television viewed by the children who had their own sets with those who did not.

Permission to conduct the survey was obtained from the school principal prior to the construction of the instrument. Access to current achievement tests scores was secured through the elementary guidance counselor.

The students were given the questionnaires at school, and were asked to return them as quickly as possible. To ensure that the questionnaires reached the parents, they were sent on the same day as a field trip permission slip which required a parental signature. Those students who did return the completed questionnaires were given a treat, which increased the rate of return. Overall, the cooperation of both parents and students was excellent.

The California Test of Basic Skills (CTBS) was administered to the Third Grade students several weeks before the questionnaire was completed. The standard raw scores and the grade equivalents for reading comprehension and total reading were taken from the computer-scored tests. These two scores

were used to obtain a correlation coefficient for total number of hours per week of television viewing and grade equivalents on reading comprehension.

Results

One-hundred four students participated in the study of the effects of television viewing on reading achievement. The original population consisted of 129 third Grade students, from which 119 questionnaires were received. Nine students who returned the form were classified as learning disabled; therefore, their scores were not included in the data analysis. Six other students were absent from school during one or more of the CTBS testing sessions, causing their reading scores to be delayed in returning from the testing center. The data analysis, therefore, was generated from total reading scores on the CTBS, given in grade equivalents, and from the total number of hours per week spent in television viewing by the subjects.

The first survey question was included to find how many students have television sets in their homes. Three parents (2.9%) indicated that no television set was present; however, two of these parents responded that their child is exposed to television in homes of family members or friends. Thirty-one percent of the respondents indicated that their child had his or her own television set.

Of the 104 children studies, 43 (41%) reportedly watch television in the morning before going to school, while 99 children (95%) watch in the afternoon, before prime time. Most children, as indicated in Table 1, watch reruns of once popular prime time shows, such as CHIPs, Little House on the Prairie, and The Waltons, while many children watch cartoons in the afternoon. Children's Educational Television is regularly viewed by few children.

Table 1

Types of Television Shows Viewed by Children after School

	Reruns	Cartoons	Childrens's Educational
%	61	33	6

Because the types of shows and the amounts of viewing time vary according to both day and season, parents were asked if their children ever watched three particular types of shows: sports, educational programs, and soap operas. Table 2 shows the percentages of students who view either regularly or occasionally, these types of programs.

Table 2

Percentage of Students Who View Sports, Educational Programs and Daytime Soap Operas

	Sports	Children's Educational	Soap Operas
%	67	51	33

Although 51% of the parents responding state that their children watch Children's Educational Programs sometimes, only 6% say that they watch regularly. While only 33% reported that their children watch daytime soap operas, several of the nighttime serials were listed by the parents as their

child's favorite show.

Cartoons tend to monopolize the Saturday morning broadcasting time. Table 3 gives the number of hours children spend viewing cartoons.

Table 3

Hours Spent Viewing Cartoons on Saturday Morning

	0	1	1.5	2	2.5	3	3.5	4	4.5	5	6	7	8
%	3	10	4	16	5	32	3	11	3	7	4	1	1

These percentages indicated a range of zero to eight hours spent watching cartoons on Saturday morning, with the largest number of students watching 3 hours of cartoons. The mean viewing time is 2.7 hours.

Parents were further asked to respond to the question "How late is your child allowed to watch television on school nights?" Table 4 summarizes the responses.

Table 4

How Late Children are Allowed to Watch Television on School Nights

	7:30	8:00	8:30	9:00	9:30	10:00
%	1	25	18	43	8	5

Although much can be learned from a study of the television viewing habits of children, the prime consideration in this study is to compare the hours of viewing with the reading achievement levels of children. The total number of hours per week of television viewing time was tabulated for each child, by extracting information from the questionnaires completed by the parents. A Pearson product-moment correlaticn was used to compare the number of viewing hours with the total reading grade equivalency for each child. This revealed a mean number of television viewing hours as 22.18, and a mean reading score of 4.07, with Standard Deviations being 7.68 and 1.40 respectively. The correlation coefficient is -.259, showing a negative correlation between the variables ($p < .01$). The results, therefore, show that students who watch television most, tend to have significantly lower reading scores on the CTBS.

Recommerdations and Conclusions

The data presented from the informal survey coincides with the results reported in the majority of related literature, in that both conclude that low reading scores are indicative of students who view excessive amounts of television. The results do not prove that low reading scores are caused by heavy television viewing, but that a significant relationship does exist. According to research that is available, intelligence effects a child's viewing and reading habits; students of lower intelligence watch more television, while those of higher ability turn to reading with greater frequencey (Wagner, 1980). Because this study did not control for IQ, such implications cannot be drawn.

The results of the survey on television viewing parallel the findings of Morgan (1980), who found that there is a clear tendency for viewing a lot of television to be associated with lower percentile ranks of grade equivalents, and LaBlonde (1965), who found a significant difference in the area of work-study skills and television viewing. Similar results were also reported by List (1978), whose data revealed that low achievers watch more television than high achievers.

The researcher recommends, on the basis of information gathered from related literature and from the television viewing questionnaire, that both teachers and parents be made aware of the role television plays in children's lives and its impact on their reading skills. It is recommended that teachers and parents find ways to introduce their children to worthwhile leisure activities that will benefit them as they approach adulthood. If, on the other hand, teachers, because of their daily intensive interaction with children, can recognize the role television plays in our society, they can use the medium to enhance the educational program. The following ways are possible.

1) The development of critical thinking can be enhanced through the study and application of television in school.

2) Basic comprehension skills can be extended and reinforced through the analysis of television.

3) The use of the medium provides a high-interest motivational approach with a common instructional base.

4) The responsible use of television in the classroom can lead to the responsible use of television in the home; intelligent decision-making can replace passive acceptance of television (Abelman, 1984).

Finally, it is recommended that further research be conducted, including

follow-up studies, with children who have altered their television viewing habits, either because of teacher awareness and intervention or because of a type of television reduction schedule initiated by the child, the school, or the parents. Such research, comparing reading levels with fewer hours of television viewing could yield valuable information for educators and parents.

References

Abelman, Robert. (1984). Children and TV: The ABC'S of TV literacy. Childhood Education, 36, 200-01.

Compton, Mary. (1983). Television viewing habits of early adolescents. The Clearing House, 57, 59-61.

Comstock, George. (1980). Television in America. Beverly Hills, California: Sage Publications.

Goldberg, Sheila. (1980). Life is larger than a 21" screen. Early Years, 10, 27.

Greenstein, J. (1954). Effects of television upon elementary school grades. Journal of Educational Research, 48, 161-76.

Hatt, Penelope. (1982). A review of research on the effects of television viewing on the reading achievement of elementary school children. (ERIC Document Reproduction Service No. ED 233 297)

LaBlonde, Jeanne. (1964). A study of the relationship between the television viewing habits and scholastic achievement of fifth grade children. Dissertation Abstracts International, 27, 2284A.

Lehr, Fran. (1981). Television viewing and reading achievement. The Reading Teacher, 23, 230-33.

Lesser, G. (1974). Children and Television: Lessons from "Sesame

Street". New York: Random House.

List, Carol. (1978). Television viewing and reading achievement in 2nd grade. Unpublished manuscript, Kean College of New Jersey.

Milkovich, M., & Miller, M. (1975). Exploring the relationship between television viewing and language development. Report #3, TV Advertising and Children Project, College of Communication Arts, Michigan State University.

Morgan, Michael. (1980). Television viewing and reading: Does more equal better? Journal of Communication, 30, 159-65.

Pines, Maya. (1979). The drive to convince teachers of the educational value of commercial TV. Phi Delta Kappan, 61, 168-71.

Postman, Neil. (1979). The first curriculum: Comparing school and television. Phi Delta Kappan, 61, 163-8.

Riddler, J. (1963). Public opinion and the relationship of TV viewing to academic achievement. Journal of Educational Research, 57, 204-7.

Schramm, Wilber, Lyle, Jack, & Parker, Edwin. (1961). Television in the Lives of Our Children. Stanford, California: Stanford University Press.

Singer, Dorothy. (1976). Imaginative play in early childhood: in Child Personality and Psychopathology. Edited by A. Davis. New York: Wiley.

Singer, Dorothy. (1979). Reading, imagination, and television. School Library Journal, 26, 31-4.

Skornia, Harry. (1965). Television and Society. New York: Random House.

Starkey, John, & Swinford, Helen. (1974). Reading: Does television viewing affect it? Unpublished manuscript, Northern Illinois

University, DeKalb

Wagner, Lilya. (1980). The effects of television on reading. Journal of Reading, 21, 201-06.

Zuckerman, Diane, Singer, Dorothy, & Singer, Jerome. (1980). Television viewing, children's reading, and related classroom behavior. Journal of Communication, 30, 166-73.

APPENDIX A

Television Viewing Survey

Television Viewing Survey

Boy_____ Girl_____

Please check the blank beside the correct answers.

1. Yes_____ No_____	1. Is there a television set in your home?
2. Yes_____ No_____	2. Does your child have his or her own television set?
3. Yes_____ No_____	3. Does your child watch TV in the morning before going to school?
4. Cartoons_____ News Shows_____ Other_____	4. If yes, which type of show does he/she usually watch?
5. Yes_____ No_____	5. Does your child watch TV after school?
6. Cartoons_____ Little House_____ Barnaby Jones____ CHIPs_____ Game Shows_____ Electric Company_ Sesame Street____ Other (please specify)_____	6. If yes, what show does he/she usually watch?
7. Yes_____ No_____	7. Does your child watch sports shows?
8. Yes_____ No_____	8. Does your child watch Children's Educational Programs? (Mr. Rogers, etc.)
9. Yes_____ No_____	9. Does your child watch daytime serials (soap operas)?
10. Yes_____ No_____	10. Are there some shows that your child is not permitted to watch?
11. _____	11. How many hours of cartoons does your child usually watch on Saturday? (approximately)

12. _____

12. How late is your child allowed to watch television on school nights?

13. Please list the shows your child usually watches at night. Ask your child if you are not sure.

Sunday

_____

_____

_____

_____

_____

_____

_____

Monday

_____

_____

_____

_____

_____

_____

_____

Tuesday

_____

_____

_____

_____

_____

_____

_____

Wednesday

_____

_____

_____

_____

_____

_____

_____

Thursday

_____

_____

_____

_____

_____

_____

Friday

_____

_____

_____

_____

_____

_____

Saturday

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

14. Please list your child's three favorite television shows.

_____

_____

_____

Thank you for your cooperation.